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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | **Grade Level: Second Grade** | | | | | | | | **Date(s): October 3 – October 7; October 10** | | |
| **Curriculum Area:**  Reading and Writing | NWEA MAP testing begins.  (September 14 – October 2)  Testing schedule determined by individual schools | **I Can Statements /Learning Targets**  I can use text evidence to answer questions.  I can answer questions to show I understand important details in a story.  I can ask questions to show I understand important details in a story.  I can understand science steps and ideas in nonfiction.  I can participate in discussions with my teachers and classmates.  I can write about an event in my life. | | | | | | | |  | | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Integrate this into science and social studies units  **RF2.3 –** Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. ( team vowels)  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **RF 2.4** b – Read on-level text orally with accuracy, appropriate rate,, expression on successive readings.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.2 –** Recount or describe key ideas of details from a text read aloud or information presented orally or through other media  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.3 -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. | | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why is it important to ask ourselves questions and seek the answers in the text while reading? | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | | |
| **Materials:** | Prepare for word work <http://www.fcrr.org/studentactivities/P_018b.pdf>  Choose from the following to work on this week: (Reading A-Z “Harold the Hungry Plant,” “Every Dog Has Its Day”) (Reading Street “Iris and Walter,” “Paul and Wagner: Two Good Friends”) (Readworks.org “My Favorite Alley Cat”  Choose a graphic organizer from an earlier lesson, or the K-5 Lesson Plan book  Paper for written questions  Teacher created assessment for Reading Street or Reading A-Z texts | | | | | | | | | | | |
| **Vocabulary:**  Academic/Content | Text illustrations Friendship Evidence | | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Students read good fit books. Teachers may want to require a product from the reading such as a summary, describe a character, etc.  -Classes with technology may be able to use IPads, laptops, etc. during this time for additional literature | | | **Read To Someone** | | | **Listen to Reading** | | **Word Work**  [**http://www.fcrr.org/studentactivities/P\_018b.pdf**](http://www.fcrr.org/studentactivities/P_018b.pdf) | | | **Work on Writing**  Suggest prompts about friendship  Have them create an illustration that helps a reader understand their story. |
| **Monday**  **Subject Integration:** | **Whole Group**  . ***Reading literature***  -Choose one of the texts listed under the materials section to review and assess RL2.1 and RL2.7  -Review anchor charts and question strategies used this grading period. Use student input for this activity. Have students share the materials.  -Introduce text and have a choral read with the students.  -Frontload any vocabulary that may be unfamiliar or need clarification. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | | **Independent Work** | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  -Ask questions to review information/text covered in Tuesday’s lesson. How do the illustrations help them understand the story?  -Have student partner read the text for review.  -Partners should use sticky notes or written notes to address questions that can answer from the text. (Who, what, when, where, why, how)  May need to model for the students one sticky note on the SmartBoard.  -Close with expectations for tomorrow | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | | **Independent Work**  Students work without teacher quidance, but with their partners to reread text and tag “questions.” | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  .Students will use the information they created yesterday to write questions they create based on the stickies or note they made on Tuesday.  -Students can work together with their partner. Have students write the questions on a sheet of paper to be graded by the teacher.  -Teacher reviews the questions and give written feedback tomorrow. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | | **Independent Work**  Students work without teacher quidance, but with their partners to Create questions in complete sentences. | |
| **Thursday**  **Subject Integration:** | **Whole Group**  **-**Teacher shares written feedback with students to build stronger mastery and shares some exemplar questions with the class.  -Ask for oral responses to the questions to check for student comprehension.  . | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | | **Independent Work** | |
| **Friday**  **Subject Integration:** | **Whole Group**  .Assessment chosen by the teacher | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | | **Independent Work** | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |